



HARLEM LINK CHARTER SCHOOL

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Aviva Mendelson and Dan Steinberg, Co-Principals, prepared this 2023-24 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Naheem Harris	Chair	Finance, Executive
Jenee Henry Wood	Trustee	Education
Jonathan Barrett	Treasurer	Executive, Finance
Monica Chestnut	Trustee	Outreach
Kenneth Catandella	Trustee	Development, Executive, Nominating
Janelle Ashley Charles	Trustee	Education
Kyle Haver	Trustee	Education
Edward Robinson	Trustee	Finance; Education

Aviva Mendelson and Daniel Steinberg, Co-Principals, have served as the school leader(s) since 2021.

SCHOOL OVERVIEW

Harlem Link Charter School (HLCS) serves students in prekindergarten (pre-K) through Grade 5 in the Harlem neighborhood of Manhattan in Community School District (CSD) 3. Our school’s mission states: HLCS, a pre-K to 5th Grade public school, links academics, values, and community to graduate scholars who learn and serve in their communities. Families, staff, and the Harlem community partner to provide a safe, supportive learning environment that empowers students and alumni to take an active role in their learning and lead with their values.

The 2024-25 school year marks our 20th operating year and the second year of our fifth charter term. HLCS opened in 2005, serving kindergarten and first grade students in Harlem. We reached our full chartered grade span in the 2009-10 school year, serving Grades K-5. In 2010, HLCS received a three-year term ending in 2013. Subsequently, in 2013 and 2018, HLCS received five-year renewal terms. In 2015, HLCS introduced a pre-K program. In 2023, HLCS received another five-year renewal term.

HLCS is located in CSD 3. In 2023-24, 31% of our students came from CSD 3 and 21% came from CSD 5 (Upper Manhattan). Our demographic profile resembles CSD 5 more closely than our district of location. In 2023-24, our enrollment was 90% economically disadvantaged (ED) students, 14% English language learners/multilingual learners (ELL/MLLs, including former ELL/MLLs), and 37% students with disabilities (SWD). In addition, 63% of HLCS students identified as Black and 32% identified as Hispanic in 2023-24.

HLCS supports students from pre-K through Grade 5 with our Start to Finish program. In Grades 4 and 5, we provide counseling to students and families on middle school admissions and offer workshops, personalized guidance sessions, and ongoing strategic and logistical support. In Grade 5, students participate in small-group mentoring to prepare for middle school admissions. We gather extensive data on local middle schools to provide our students with well researched options that are safe, have high expectations, and strong records for high-school placement. Some of these schools include: Mott Hall II, Computer School, the Mott Hall School, West End Secondary, Center School, Columbia Secondary, Community Action, KIPP, and Democracy Prep. Harlem Link supports its alumni with students in middle school, high school, college and in the workplace with networking opportunities and supports to ensure their continued successes. 72% of HLCS alumni have attended college, which is 11% higher than the national average and significantly outpaces the 46% low-income students who have attended college nationally.¹

SCHOOL-WIDE ACCOMPLISHMENTS IN THE 2023-24 SCHOOL YEAR

In the 2023-24 school year, HLCS implemented improvements to our program. Highlights include:

- **Schoolwide priority of increasing rigor:** In Spring 2022, HLCS engaged with a diverse range of stakeholders within the community to support vision planning for the school. Through this work, we identified a five-year instructional vision, with a specific priority in each school year to help guide us

¹ Source: <https://www.bls.gov/opub/ted/2024/61-4-percent-of-recent-high-school-graduates-enrolled-in-college-in-october-2023.htm>

towards that vision. Our five-year instructional vision is: *Harlem Link students will exhibit our core values to grow toward their academic goals and develop their leadership by creating a portfolio of artifacts that showcases their rigorous learning and achievement.* The 2023-24 school year marked the first year of this five-year plan, with the Year 1 priority of increasing rigor by implementing practices that focus on strategic scaffolding and student metacognition. This initiative was supported by our professional learning community (PLC) structure, further described below.

- **Improved PLC facilitation:** We restructured our PLCs in 2023-24 to ensure that PLC facilitators and members had the tools to effectively examine rigor in each content area in alignment with our schoolwide priority. To accomplish this, we established a working group for PLC co-facilitators. To align practices across PLCs, the HLCS co-principals modeled facilitation strategies and learning protocols in the PLC facilitators' working group. These strategies were then implemented in individual PLCs. This parallel process fostered consistency and effectiveness across individual PLC groups. We used the following three essential questions to guide PLC work in 2023-24: What is rigorous (content-specific) work for students at Harlem Link? How are we assessing rigor (in each content area)? How are we ensuring that classrooms have appropriate levels of rigor for students in Tiers 1, 2, and 3? Through this work, we strengthened our understanding of rigorous instruction and assessment, allowing us to improve instructional and assessment practices across our school.
- **Implemented student digital portfolios in all grade levels:** The 2023-24 school year marked our implementation of student digital portfolios in all grade levels, a strategic initiative first outlined in our 2022 renewal application. In 2023-24, we focused on developing student-friendly rubrics, designed to ensure that grading criteria is accessible to both students and teachers. Each student created a portfolio with one key piece of work from grade-level project-based studies; in future years, we will continue to increase the amount of work included in the portfolios. The implementation of digital portfolios serves as a qualitative complement to the quantitative data we collect as part of our assessment system. We believe that portfolios provide a more comprehensive view of student achievements and learning progressions, aligning with our ongoing practices of tracking student progress from pre-K and kindergarten throughout their time at HLCS. We are continuing and expanding our student portfolio initiative in the 2024-25 school year.
- **Introduced 12:1 Bridge Class:** We introduced a 12:1 classroom setting in the 2023-24 school year for upper grades, allowing us to serve the needs of our students. In previous years, we have supported a significant number of students and families in finding a new school due to their IEPs requiring a more restrictive setting than HLCS offered. With the introduction of the 12:1 setting, we are now able to serve the needs of these students, providing high-quality instruction. In our first year of the 12:1 setting, we saw significant growth for these students as measured by the NWEA MAP assessments, with students in the 98th growth percentile in math and the 68th growth percentile in ELA. We are excited to continue offering this supportive academic environment in 2042-25 for upper grade students, as well as planning for the introduction of a 12:1 setting for lower grades in the 2025-26 school year.
- **First year of new math curriculum:** We introduced the Go Math curriculum for all grades in 2023-24. Since introducing the program, we have observed improvements in the areas of vertical alignment and math vocabulary alignment, as well as seen student assessment data improve over the course of the school year.

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- **Start to Finish program:** We continue to see substantial growth for students that enter our school in pre-K and kindergarten and stay with us through Grade 5. At the end of the 2023-24 school year, 74.4% of students that began HLCS in pre-K were in Tier I as measured by the Fountas and Pinnell assessments; in the previous year, 69% of students were in Tier I. Start to Finish’s middle school counseling initiative led to 100% of graduating 5th graders gaining acceptance to one of their top 3 middle school choices. The high school graduation (89%) and college enrollment (72%) rates of HLCS graduates continue to outperform state and national averages. Future goals for Start to Finish include supporting persistence towards college graduation and career path programming for those entering the workforce.
- **Expanded enrichment offerings:** In 2023-24, we introduced an exciting addition to our enrichment program, implementing cross-grade clubs for all grade levels. Students rank clubs based on their interest level, increasing student investment and participation. The cross-grade model provides our students with a unique opportunity to engage in activities with peers from different grade levels. We are excited to continue with this program in 2024-25. We have also seen an increase in after-school participation, with over 100 students attending the HLCS after-school program in 2023-24.
- **Focus on digital education:** We introduced a digital education initiative in the 2023-24 school year, emphasizing the development of essential technology skills across Grades 1-5. This initiative included a typing club to support keyboarding skills and digital citizenship. We also used Edcite, an online assessment platform, to conduct assessments in upper grades. This gave students the opportunity to familiarize themselves with computer-based assessments prior to the NYS test administration.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	59	60	71	69	73	74								406
2022-23	52	57	66	59	64	63								363
2023-24	52	47	51	65	59	64								339

GOAL 1: ENGLISH LANGUAGE ARTS

Scholars will become proficient readers and writers of the English language.

BACKGROUND

HLCS implements a balanced literacy approach, which provides students with a variety of scaffolded literacy opportunities throughout the day. The key literacy components taught include reading workshop, literacy stations, read aloud, shared reading (K-2), close reading and word study (K-5), and writing workshop. Almost all students have guided reading daily as part of literacy stations; for students performing above grade level, guided reading may be slightly less frequent, while students struggling with core concepts participate in additional reading time with an academic intervention services (AIS) teacher. HLCS continues to integrate the Science of Reading into our literacy program, ensuring that teachers use science-driven instructional strategies and materials.

For Reading and Writing Workshops, we use a combination of HLCS-created literacy units and Into Reading Units in Grades 1-5. The HLCS-created literacy units are aligned directly with the New York State Learning Standards and designed to facilitate student autonomy and experiential learning. For example, students in Grade 1 participate in a restaurant unit during which they study food and restaurants using a cross-disciplinary perspective. Students learn about food science, meals across different cultures, and how a restaurant functions; the unit culminates with students creating their own restaurant, which includes delegating responsibilities, planning a menu, preparing food, and serving customers. Through this unit, students develop skills in math, social studies, science, and ELA.

In Word Study, we use Heggerty for phonological awareness instruction in Grades Pre-K through 1, Foundations for phonics instruction in Grades K-2, and Words Their Way in 3-5, as phonics has proven to be an area of need especially over the last year and a half. We use F&P Guided Reading books, Learning A-Z, Epic Books and Rigby Leveled Library resources to help support teaching and learning during literacy stations.

In the 2023-24 school year, we introduced sound walls in Grades K-3 to support students with phonemic awareness as part of our integration of science-based multisensory literacy strategies. We are continuing to build on this work in the 2024-25 school year. Additionally, we expanded Word Study time in Grades 4-5 with the use of the Words Their Way program. In 2023-24, we included a new PLC focused on writing with teachers across K-5. It was also our first year with ensuring that each grade level from PK-5 had an anchor study that was directly incorporated into the student digital portfolio work.

ELEMENTARY SCHOOL ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

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The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	43	2	19				4	68
4	39		16				5	60
5	49		14					63
All	130	2	49	0	0	0	10	191

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year²

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	43	17	39.5%	35	14	40.0%
4	38	16	42.1%	33	13	39.4%
5	49	15	30.6%	41	13	31.7%
All	130	48	36.9%	109	40	36.7%

ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s

² Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.³

English Language Arts 2023-24 Performance Index (PI): MIP = 113

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
130	25.4	37.7	29.2	7.7

$$\begin{aligned}
 \text{PI} &= 37.7 + 29.2 + 7.7 = 74.6 \\
 & \quad \quad \quad 29.2 + 7.7 = 36.9 \\
 & \quad \quad \quad + (.5)*7.7 = 3.8 \\
 \text{PI} &= 115.4
 \end{aligned}$$

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

³ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁴ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District 5 Students Preliminary	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40.0%	35	34.5%	154
4	39.4%	33	34.4%	166
5	31.7%	41	27.8%	128
All	36.7%	109	32.2%	448

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁵

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	91.5	446.0	438.2	0.75
4	92.2	445.0	441.1	0.39
5	92.1	449.0	439.7	0.99
6				
7				
8				
All	91.9	446.8	439.7	0.72

ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁶

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	53.4	50.0
5	58.2	50.0
6		50.0
7		50.0
8		50.0
All	56.1	50.0

⁶ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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ELA Measure 6 Optional

Each year, the school's median growth percentile on the NWEA MAP assessment in ELA of all 1st through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.

NWEA ELA

2023-24 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 1st through 5 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	254	41	No

End of Year Growth on 2023-24 NWEA MAP ELA Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
1	33	44
2	26	37
3	49	58
4	36	52
5	46	63
All	41	254

SUMMARY OF THE ELA GOAL

The charter school met four of the six English Language Arts goals we are able to report on in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2022-23 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-5 in 2022-23 was above the target of 50. The school fell short on the demonstrated growth from the beginning of the year to the end of the year as measured by the **NWEA MAP** data, which we are reconsidering as a useful tool for our scholars.

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Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes
Growth	Each year, the school's median growth percentile of all 1st through 5 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	No

EVALUATION OF ELA GOAL

The ELA tables above provide data that support whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - o The charter school did not meet this measure. Overall, 36.7% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 3 and 4 were our high points with 40% and 39.4% scoring at levels 3 and 4 respectively. Fifth grade performed below our average with 31.7%. The local district's grades 3-5 scores followed this same pattern.
2. Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
 - o The school did meet this measure with an aggregate performance index of 115.4, exceeding the target measure of interim progress of 113.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - o The charter school did meet this measure with our 36.7% proficiency compared to the district's 32.2% overall in grades 3-5.

4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did meet this measure, having an effect size of 0.72 in 2022-23, the most recent data available.
5. Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did meet this measure, having a growth percentile of 56.1
6. The charter school demonstrated academic growth in 2023-24 based on standardized BOY, MOY and EOY assessments.
 - Based on the **NWEA MAP** exams that were administered three times, the school's median growth percentile of all 1st through 5th grade students was not greater than 50 at 41.

ELA ACTION PLAN

- **Into Reading:** We are expanding our use of Into Reading to students in Grades 1 and 2; previously, Into Reading was introduced in Grade 3. We made this decision grounded in research-based practices, strategic planning and feedback from the school-based team. The Into Reading program ensured we have a high-quality and cohesive program aligned to the science of reading research. It also moved HLCS towards increased vertical alignment in Reading and Writing. The decisions were also to support consistency with academic language and instructional programs and more explicit instruction with grammar and vocabulary. This curriculum incorporated texts and resources that aligned with HLCS' vision of an inclusive program, focused on student identities and differentiation for students identified as MLLs and with special education.
- **Small group instruction:** In 2024-25, we are increasing our focus on small group instruction for kindergarten students to provide individualized support with literacy development for these younger students. We are also piloting several new practices to support phonics development. This includes increased access to decodable books for our kindergarten students.
- **Continuing to focus on 'cusp' kids:** In the 2023-24 school year, we began focusing on identifying students who are almost at grade level, as well as Tier II students, to ensure they receive the support they need. We are continuing this work in the 2024-25 school year, identifying these students for small group intervention during the school day.
- **Focus on academic vocabulary and grammar:** In Grades K-5, we are focusing on the development of academic vocabulary in reading and grammar in writing. In both reading and writing blocks, we dedicated explicit time for instruction and student practice in these areas.
- **Continued emphasis on digital literacy and computer skills:** We introduced Typing Club and computer-based assessments using Edcite in 2023-24 to prepare upper grade students for computer-based NYS testing. In the 2024-25 school year, we will increase our focus in this area, introducing a scope and sequence for digital literacy. We are introducing a biweekly digital education block as part of the digital literacy program, piloting the digital citizenship curriculum from Common Sense Education. We will continue to implement the typing club across our school in Grades 1-5. Finally, we are piloting Hello World Computer Science in Grade 5 and in our 12:1 bridge class, a standards-aligned computer science curriculum.

- **Schoolwide focus on feedback:** As part of our five-year instructional vision, we identified the following priority for the 2024-25 school year: providing descriptive, timely, and actionable feedback, so that Harlem Link community members grow as learners and meet their goals. We will align professional learning to this priority and introduce parallel processes and feedback loops throughout the organization to support this goal.

GOAL 4: MATHEMATICS

Each year scholars will demonstrate proficiency in mathematics.

BACKGROUND

At HLCS, students are the primary sense-makers of the math world around them. Teachers facilitate deep conceptual understanding of grade-specific standards through inquiry-based math tasks that build upon schema and students’ knowledge about the world. To prepare teachers for our approach to math, the Instructional Leadership Team provides coaching in the constructivist approach, including the use of developmentally appropriate manipulatives that help students build concrete models until they are ready for more abstract math thinking. In 2023-24, we introduced Go Math as our K-5 math curriculum. Students attend a daily Math Workshop that includes math routines, inquiry-based investigations, math games designed to develop fluency and number sense, and math discourse where students are required to explain their thinking. Additionally, students in Grades K-5 use Cognitively Guided Instruction (CGI), a student-centered approach to teaching problem-solving.

HLCS has a math intervention block twice weekly for lower grades and four times per week in the upper grades, modeled after our successful literacy stations approach. During this time, teachers use the stations approach to reteach content based on data from exit tickets, quizzes, and tests. In the 2024-25 school year, we are increasing the number of math stations blocks in Grades 1-5, and removing number stories. We continue to use CGI in Kindergarten.

ELEMENTARY SCHOOL MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	50	1	13				4		68
4	39	1	14				5		59
5	44	1	18				0		63
All	133	3	45	0	0	0	9	0	180

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Performance on 2023-24 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	50	27	54.0%	40	23	57.5%
4	39	20	51.3%	35	18	51.4%
5	44	20	45.5%	38	17	44.7%
All	133	67	50.4%	113	58	51.3%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
133	13.5	36.1	39.8	10.5

$$\begin{aligned}
 \text{PI} &= 36.1 + 39.8 + 10.5 = 86.5 \\
 &= 36.1 + 2(39.8) + 10.5 = 116.2 \\
 &= 36.1 + 2(39.8) + 1.5(10.5) = 142.1 \\
 &= \text{PI} = 142.1
 \end{aligned}$$

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Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district. Because the 2023-24 statewide exam results are still being verified, we are using 2022-23 district proficiency rates for reference.

2023-24 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year 2023-24		All District Students 2022-23	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	57.5%	40	41.2%	196
4	51.4%	35	37.0%	193
5	44.7%	38	29.1%	132
All	51.3%	113	35.9%	521

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of

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economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	91.5	457.0	443.7	0.91
4	92.2	449.0	442.4	0.47
5	92.1	458.0	440.1	1.42
All	91.9	454.7	441.9	0.95

Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁷

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	45.7	50.0
5	65.7	50.0
6		50.0
7		50.0
8		50.0
All	56.7	50.0

⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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Optional Math Measure 6

Each year, the school's median growth percentile on the NWEA MAP assessment in Math of all 1st through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.

NWEA MATH

2023-24 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 1st through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	250	37	No

End of Year Growth on 2023-24 NWEA MAP Mathematics Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
1	34	44
2	27	36
3	34	58
4	30	51
5	45	61
All	37	250

SUMMARY OF THE MATHEMATICS GOAL

The charter school met four of the six mathematics goals in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 141.1 which does meet this year's Measure of Interim Progress (MIP) of 115.3 set forth in the state's ESSA accountability system. Comparatively, the charter school did outperform the district based on aggregate proficiency. Based on the 2022-23 Comparative Performance Analysis, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-5 was above the target of 50. The school's demonstrated growth from the beginning of the year to the end of the year as measured by the **NWEA MAP** data yielded a median growth percentile less than 50.

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Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes
Optional Growth	Each year, the school's median growth percentile on the NWEA MAP assessment in Math of all 1st through 5th grade students will be greater than 50.	No

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2023-24. Statewide, citywide and NYC district NYS 3-8 math assessment results have been posted, however updates may be made as the scores are verified.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - The charter school did not meet this measure. Overall, 51.3% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grade 3 excelled this year with 57.5% scoring at levels 3 and 4. The low performing grade was fifth grade at 44.7%.
2. Measure: The school's aggregate PI on the state's mathematics exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of **142.1**, exceeding the target measure of interim progress of 115.3.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades preliminary results.
 - The charter school did meet this measure with 51.3% proficient compared to the district's 35.9% overall in grades 3-5.
4. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis

- The charter school did meet this measure, having an effect size of 0.95.
- 5. Measure: Under the state’s Growth Model the school’s mean unadjusted growth percentile in math for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did meet this measure, having a growth percentile of 56.7
- 6. The charter school demonstrated academic growth in 2023-24 based on standardized BOY, MOY and EOY assessments.
 - Based on the **NWEA MAP** exams that were administered three times, the school’s median growth percentile of all 1st through 5th grade students was not greater than 50 at 37.

MATHEMATICS ACTION PLAN

- **Increasing small group math intervention block in Grades 1-5:** Students will continue to have a math intervention block, known as Math Stations, but we will increase the frequency in Grades 1-2. In Grades 1-5, students will have this math intervention block four times a week. During this time, teachers will use the stations teaching approach to reteach content based on data from exit tickets, quizzes and tests using resources from our Go Math curriculum.
- **Developing touchstone math assessment for student digital portfolios:** During the 2024-25 school year, we will identify and develop one math assessment for students to include in their digital portfolios.
- **Increased computer-based assessments in Grades 1-5:** We introduced computer-based assessments using Edcite in 2023-24 to prepare upper grade students for computer-based NYS testing. In the 2024-25 school year, we will increase our focus in this area by utilizing computer-based assessments aligned to our Go Math curriculum. We are increasing our use of Edcite in the 2024-25 school year, with Grades 3-5 using the platform for all reading, writing, and math assessments. Grades 1-2 will pilot computer-based math assessments from Go Math during the later portion of the school year. In all grades, teachers will use the platform to input data for reading, writing, and math. This will allow for enhanced data visualization for teachers and leaders, and also provide parents with real-time access to student assessment data as the program syncs with Google Classroom.
- **Schoolwide focus on feedback:** As part of our five-year instructional vision, we identified the following priority for the 2024-25 school year: providing descriptive, timely, and actionable feedback, so that Harlem Link community members grow as learners and meet their goals. We will align professional learning to this priority, and introduce parallel processes and feedback loops throughout the organization to support this goal.

GOAL 5: SCIENCE

Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

The science team uses the Full Option Science System (FOSS) science program to promote an exploratory approach to learning and experimentation through observations, deductive reasoning, and an understanding of the scientific method. All grades participate in two periods of science instruction per week. The school takes advantage of its proximity to Central Park and the variety of museums in New York City for hands-on experiences that support curriculum units.

Internal science assessment is done primarily through the use of curriculum-based measures provided with the FOSS kits. Science instruction is closely aligned to ELA standards, mirrors the constructivist math approach, and includes small and whole group instruction.

In the 2023-24 school year, students in Grade 5 took the new NYS Science Test. To prepare for this test, we implemented new science units from FOSS and hired a new science teacher in 2023-24.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	37	7	19%

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the

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school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2023-24 State Science Exam						
Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	37	7	19%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 5th grade students in science utilizing the NYS Science assessments. 19 percent of students in 5th grade achieved proficiency on the first administration of this assessment by NYS.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Not Applicable

EVALUATION OF THE SCIENCE GOAL

Our students did not fare well on their first science assessment in 5th grade and the measure was not achieved as less than 75% earned a score of 3 and 4.

ACTION PLAN

We are introducing several improvements to our science program.

- **Initiating Computer Science programming:** HLCS is introducing the Hello World Computer Science (CS) program in 2024-25 for Grade 5 and the 12:1 Bridge class for students in Grades 3-5. This course will be led by the upper grade science teacher. This class is in addition to two weekly science periods.
- **Integrating computer based assessments in Grades 3-5:** In Grades 3-5, Harlem Link will incorporate computer based assessments in ELA, Math and Science. In order to prepare upper grade students for the Computer-Based Testing, as New York State continues to roll out these assessments, Harlem Link will have selected Level 3 assessments on the computer, so that students can prepare for NYS Tests using computers.

GOAL 7: ESSA

ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing.